

ENTRE NOS

ENTRE NOSOTROS

AMONG US

Newsletter of the Committee on International Relations

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 Sixteenth Street, N. W., Washington, D. C.

56.27
No. 5

1941-42

June 1942

HASTA LA VISTA - - -

With this June issue AMONG US completes the school year 1941-42. The publication of this newsletter has been made possible by a special grant of funds. It is hoped that additional funds will be made available for the school year 1942-43 and that we shall continue to serve the teachers of the United States.

The newsletter is sponsored by the NEA Committee on International Relations. It is compiled and published by the NEA Research Division.

We wish to thank the hundreds of persons in the Americas who have provided us with suggestions and materials. To the thousands of school administrators and classroom teachers who have distributed AMONG US we are deeply grateful.

A SUMMER PROGRAM

What can a teacher do during his summer vacation to inform himself of inter-American affairs and to familiarize himself with hemisphere peoples and nations?

AMONG US, searching for something practical to suggest as a summer vacation inter-American project, turned to Henry Grattan Doyle, dean of Columbian College of George Washington University, professor of Romance Languages, and editor of

Hispania, Journal of the American Association of Teachers of Spanish. The suggestions which are offered here grew from an interview with Mr. Doyle and sources to which we were referred by him.

The most stimulating thing, of course, would be foreign travel and study. The April issue of AMONG US carried announcements of summer courses in Latin American universities (see page 3, issue No. 4, 1941-42). Supplementary announcements and more detailed information about all the sessions may be obtained thru the Division of Intellectual Cooperation, Pan American Union, Washington, D. C.

Travel and study in Canada would fit into the inter-American picture. With an opportunity to live with a French family in Quebec one can attend the summer session of the University in Trois-Pistoles, Quebec. This course in intensive training in French is under the sponsorship of the Institute of International Education, Stephen Duggan, director. The session will convene from July 2 to August 26. A year of French at an accredited college or university is required. For details write to: Director, French Summer School, London, Ontario.

A summer course in French civilization and culture will be given in the French language at the French Speaking University at Laval, Quebec, June 29 to August 1.

But because the war is making most foreign travel out of the question, perhaps the next most worthwhile activity is the study of one of the three other languages of the Americas - Spanish, Portuguese, or French. French and Spanish will be taught in hundreds of college and university sum-

mer sessions. Inquiry at his state university would lead a teacher to the closest available course. A well-known place for language study in the summer is Middlebury College, Middlebury, Vermont. Spanish, Portuguese, and French will all be offered there this summer in intensive training courses. There the student is segregated with his language group and the language he studies is his sole medium of communication. This insures conversational practice and informal discussion with native instructors. Individual bulletins on the languages are issued by the college. Write to the Language Schools Office, Middlebury College, Middlebury, Vermont.

Two courses in Portuguese are being given (under the Intensive Language Program of the American Council of Learned Societies) on the campus of the University of Vermont in Burlington. One is the general intensive course (June 15-August 22) for beginning students and the other (July 6-August 22) is an advanced course for teachers of Portuguese. A bulletin concerning this Institute for Intensive Training in Portuguese may be procured from the American Council of Learned Societies, 1219 - 16th Street, N. W., Washington, D. C.

Many teachers will not find it possible to attend a summer session in a college or university and yet would like to study a language. Why not find other teachers in the community with the same interest and organize a class in Spanish, Portuguese, or French under the tutelage of a local language teacher? A freshly written text for beginners in Spanish which would be realistic and informal and thus appealing for summer study is *Conversational Spanish for the Army Air Forces of the United States*, by Solomon Lipp and Henry V. Besso. Altho it has been prepared by the Air Corps Spanish Project of the WPA expressly for Army fliers, it has been found to have universal appeal. Hastings House is the publisher, 67 West 44th Street, New York City. A paper bound edition is 75 cents; cloth bound \$1.25.

Lastly, if all else fails, one can be a vicarious traveler by doing some worthwhile reading. There are, by now, numerous bibliographies of literature about Latin America. One prepared especially for teachers is *Latin American Backgrounds* by the Research Division of the National Education Association (25 cents). In all the issues of *AMONG US* are references to current literature and to other bibliographical sources.

Two "best books" for teachers, according to Mr. Doyle, are *Latin America* by William L. Schurz (reviewed in the April issue of *AMONG US*) and *Latin America* by Preston E. James (see page 14 of this issue).

THIS SUMMER - Do something to increase your ability to cope with inter-American relationships.

FILMS ON THE AMERICAS

A series of 16 mm. sound films devoted to the Americas for free nontheatrical use have been prepared by the Motion Picture Division of the Office of the Coordinator of Inter-American Affairs. The first of these, the two-reel *AMERICANS ALL*, made by Julien Bryan, with animated maps and a quickly moving camera, gives a brief overall picture of fellow Americans: their exciting history; the conquering of the Aztecs, Mayas, and Incas; the wars of liberation which severed the Spanish colonies from their colonial bondage; Latin America's varied geography; the Andes Mountains; the Amazon River and its surrounding jungles; the great fertile plains of the Argentine; their world as it is today with its vast sources of raw materials, its rapidly growing industry, its schools, its games, its work, and its play.

By far the major portion of the film is concerned with the youth of Latin America - on farms, ranches, sugar and coffee plantations, in factories, mines, schools, and at play.

The other films in the series - now numbering twelve - are concerned with more localized subjects. Several examples of these are *BRAZIL*, which is a reel of pictures of three great cities and the Amazon River Valley; *COLOMBIA*, showing the old port of Barranquilla and other old towns and countryside; *ORCHIDS*, the story, beautifully illustrated in color, of orchids and other tropical flora in South America; *WOODEN FACES OF TOTONICAPAN*, showing Guatemalan fiestas; *OUR NEIGHBORS DOWN THE ROAD*, four reels of an automobile tour - much of it on the Pan American Highway from Caracas, Venezuela, to the Straits of Magellan.

The complete descriptive list of films may be obtained from the Office of the Coordinator. Films will not be lent to individuals but only to educational institutions, civic organizations, churches, schools, or other groups. The exhibitor must pay for transportation costs both ways and be responsible for damage or loss of film.

Requests for a picture should be placed far in advance in order to insure the availability of the film on the date desired, and alternate choices should be indicated. Those interested in films about Latin America can be put on the mailing list for announcements. Address all inquiries to the Motion Picture Division, Office of the Coordinator of Inter-American Affairs, 444 Madison Avenue, New York City.

LOAN PACKETS

A series of loan packets on inter-American friendship and understanding is available thru the U. S. Office of Education. The packets include collections of material on (1) Foundational Materials; (2) College and University Latin American Programs; (3) Latin American Studies in Secondary

Schools; (4) Latin American Studies in Elementary Schools; (5) What Organizations Are Doing To Promote Inter-American Friendship; (6) Instructional Materials for Use in Developing Units and Courses and for Adult Study Programs; (7) Instructional Materials for Spanish Classes with Emphasis on Latin America; and (8) Latin American Programs and Bibliographies for Elementary Schools. Other packets are being prepared. Three of these packets may be borrowed at one time for a period of two weeks at no expense.

Address: Division of Inter-American Educational Relations, U. S. Office of Education, Federal Security Agency, Washington, D. C.

EIGHTH PAN AMERICAN CHILD CONGRESS

From May 2 to 9, 1942, a large delegation representing all the American republics met at the Pan American Union in Washington, D. C., for the Eighth Pan American Child Congress. The Congress meets every seven years, arranged by inter-American committees. In 1935 Mexico was host to the delegates who come from all professions concerned with child welfare.

During the session numerous papers and resolutions were read and discussed in both Spanish and English considering the safety, the health, the homes, the education, and the social well-being of all children in the hemisphere.

One of the incidental contributions of the Pan American Child Congress is a set of progress reports prepared by each country to show what action has been taken in child welfare in the seven years elapsing between sessions. These mimeographed reports in both Spanish and English are available thru the Pan American Union.

INTER-AMERICAN UNIVERSITY OF THE AIR

The new NBC Inter-American University of the Air received the attention of numerous leaders at a conference in Washington, D. C., this spring. Delegates acted in establishing a permanent inter-American board to supervise operations of the University of the Air and formulated a program policy for this new institution which is designed to being together the backgrounds of all the American nations.

The NBC Inter-American University will offer to each nation of the Americas a dual opportunity: (1) to make its own culture, history, and ways of life known to its neighbors, and (2) to obtain deeper first-hand knowledge of those neighbors. The whole program will be made available to colleges in the United States and later in other nations. The broadcasts will be made over stations affiliated with NBC in the United States and Canada, and the programs will be offered in script form free of charge to the 120 radio stations affiliated with the NBC Pan American network.

REALISM IN CHILDREN'S LITERATURE

In an excellent paper entitled *Library Services to Children in a World at War*, prepared by Julia L. Sauer for the Pan American Child Congress, there is a paragraph pertinent to the subject of children's literature on Latin America:

"It is not enough that our children should know only about life within the boundaries of the United States. Just as we want Canadian, Mexican and all other American children to know the United States through the books we can send them so do we want our children to begin to know these other countries through books about their way of life. We wish that we had more to send out that are as honest, as courageous as our best. We know our neighbors to the South have a life that is rich, varied and diverse; that they have color and the gift of gaiety which our children need; that their history is full of daring and courage and romance. We cannot help but know that it has problems and suffering as well. The artists have given exquisite pictures of these lands and their children but too few stories that reach the hearts of their readers. There is more to daily living in South America than the series of fiestas and trips to a fair that our travelers so painstakingly report. Neighbors inevitably hear over the back fence, the garden wall or through the apartment partition something of the hasty work, the bickering, as well as the happiness and laughter that go on next door. The close bond of sympathy that comes when true neighbors share their common problems is something we want for all children on this hemisphere. We believe that we can lay the basis for it in the books that children read."

Julia L. Sauer is head of the Department of Work with Children, Public Library, Rochester, New York. A mimeographed copy of her paper may be obtained from the Pan American Union, Washington, D. C.

MEXICAN-AMERICAN GROUP

Another group has been organized - this time in Mexico - to prepare and coordinate and develop intellectual and artistic contacts between the Americas, especially between the people of Mexico and the United States. It is called the Mexican-American Institute of Cultural Relations. First on their program is the establishment of a comprehensive information service. The Institute will stimulate the interchange of teachers, students, and publications between the peoples of the Americas and also the interchange of articles for periodicals and translation of books. It will organize study trips, conferences, and discussions and will seek to coordinate all endeavors of a similar nature on the part of other institutions.

The Mexican-American Institute is located in the newly founded Benjamin Franklin Library, Reforma 34, Mexico, D. F.

BOOKS ON LATIN AMERICA IN OUR LIBRARIES

A field for immediate attention in all United States communities is that of the purchase of the better books on Latin America for use in the public libraries. The summary of an American Library Association survey, reported in *Books of Latin American Interest in Public Libraries of the United States*, gives important findings of the study:

"Out of 1015 titles on Latin America, suggested for purchase by competent buying guides during the past decade, public libraries have bought less than half (48 per cent). Libraries in the Far West and Northeast have bought proportionately more than in other regions. However, libraries in the Southwest have, in proportion to the total number of volumes in the region, bought a greater number of titles.

"Of the 1015 recommended titles 278 were books of description and travel; 266 books of literature; 232 books of history, biography, and social science; 195 juveniles; 22 fine arts, and 22 science. Almost half of all books owned by public libraries were found to be books of travel and description. Fewest were found to be books of fine arts. Buying naturally follows publication trends, but the greater emphasis on books of the first category and the smaller emphasis on books of the latter in libraries is significant.

"By and large the most widely held titles were of standard books not usually associated with Latin America as such, although there were enough current titles high on the list to indicate a high degree of interest in contemporary problems. Among least-held titles were many books important enough to be held by libraries seeking to develop a genuine reader interest.

"Greatly increased publication since 1940 and increased purchase plus more intensive promotion have undoubtedly resulted in wider interest and reading on the part of the general public. However, libraries need to strengthen their basic collections by the addition of new titles and the weeding of old, many of which are out-of-date and appear with consistent regularity on the checked lists. Librarians should, moreover, take a more active part in directing publishers' attention to certain gaps in the field of popular materials."

The foregoing report may be obtained for 50 cents from the ALA Headquarters, 520 North Michigan Avenue, Chicago. It was prepared by the ALA Committee on Library Cooperation with Latin America. Other reports by the same Committee: *Distribution of Scholarly Journals of the United States in Latin America* (50 cents) and *Books on Latin American History: A Study of Collections Available in Colleges and Universities of the United States* (75 cents).

PROTOCOL TRANSLATION

A translation of the Protocol of Peace, Friendship and Boundaries, proclaimed by the governments of Peru and Ecuador, can be found in the February 28, 1942, *Bulletin* of the Department of State. This agreement is of great interest as a document of the historic event which is a milestone in the establishment of friendly, peaceful settlement of differences between nations. Ecuador and Peru accepted the offer of the governments of Argentina, Brazil, Chile, and the United States of America to act as conciliators. Copies of the *Bulletin* are obtainable from the Superintendent of Documents, Washington, D. C. Price 10 cents.

ENGLISH LANGUAGE INSTITUTE

For students from other countries who plan to enrol in colleges and universities of the United States the English Language Institute of the University of Michigan is offering its second instructional session June 25 to August 21 in Ann Arbor, Michigan. The Institute provides such students with an opportunity to improve their use of the English language and to become familiar with social practices and traditions of North American life before the time of their enrolment in the various institutions of their choice.

The Institute also offers to teachers of English a special program which is devoted to problems involved in teaching English to those of Latin American backgrounds. It includes advanced work in phonetics, grammar, and vocabulary, and a study of the social, economic, and political institutions as well as the culture and mores of the Americas.

All communications should be addressed to Professor Charles C. Fries, English Language Institute, University of Michigan, 1522 Rackham Building, Ann Arbor, Michigan.

WORKSHOP IN INTERCULTURAL EDUCATION

Included in the General Curriculum Workshop of the Summer Session of Teachers College, Columbia University, will be a section on intercultural education, sponsored by the Service Bureau for Intercultural Education and the National Conference of Christians and Jews.

The workshop is open to both elementary- and secondary-school teachers and supervisors. The dates of the session are from July 7 to August 14. From four to eight credit points may be earned. Application for membership in the workshop should, if possible, be made by correspondence in advance of the summer session. Address letters to Professor Donald J. Tewksbury, Teachers College, Columbia University, New York City - or to the Service Bureau for Intercultural Education, 221 West 57th Street, New York City.

EDUCATORS FROM HONDURAS, PANAMA, AND NICARAGUA

Arturo López Rodezno, director of the School of Fine Arts in Tegucigalpa, Honduras, is in the United States visiting museums and art schools. He is especially interested in seeing our schools and factories engaged in making ceramics, a branch of art which he is helping develop advantageously in Honduras from both the cultural and the economic points of view. Students in his School of Fine Arts, many of them from the homes of farm laborers and from underprivileged urban sectors, are already designing and constructing artistic glazed pottery articles for household use by the great bulk of the population for whom high-priced imported goods are out of reach.

Señor López Rodezno, who has come to this country at the invitation of the Department of State, is himself an artist of talent, as well as an educator. In March his school conducted an exhibition covering the work done there since its foundation two years ago. Students with no previous artistic training are showing work of real merit in woodcarving, ceramics, drawing, painting, and sculpture. Credit for the school's progress is generally attributed to the energy and ability of the director and to the personal interest in its work of President Carías of Honduras.

Another visitor is Catalino Arrocha Graell, president of the National Institute of Panama, a large preparatory school for boys. Señor Arrocha Graell is visiting high schools and junior colleges both in the West and in the Eastern states. He himself is a graduate of the University of Chile and was educated also abroad.

Salvador Mendieta, president of the Central University of Nicaragua in the capital city Managua, is spending two months in the United States making a tour of educational centers in the East, the South, and on the West Coast.

In addition to being one of the leading educators of Central America, Señor Mendieta is the author of distinguished books on national and international themes which bear upon the necessity of cooperation and union among peoples.

The Institute of International Education, 2 West 45th Street, New York City, is making an effort to organize groups to attend the various summer sessions which are being offered in the nearby Latin American republics. (For a list of these see the April 1942 issue of AMONG US, page 3, and for further information write to the Division of Intellectual Cooperation, Pan American Union, Washington, D. C.) Persons interested in joining such a group should address an inquiry direct to the Institute in order to ascertain how their plans are progressing.

MEXICAN PAINTER ON NEW MEXICO FACULTY

A well-known Mexican painter, Jesús Guerrero Galván, is to be "Latin American Artist in Residence" at the University of New Mexico from June to December 1942. The School of Inter-American Affairs has obtained a grant of funds to invite Señor Galván, who will be on leave from his position as Professor of Figure Drawing in the School of Fine Arts at the National University of Mexico. A special committee of distinguished Mexican scholars aided in the selection of the artist.

Señor Galván will join the faculty of the College of Fine Arts of the University and teach courses during the 1942 summer session and the first semester of 1942-43. In the summer session he will give a technical course on painting and another series of lectures on contemporary Mexican painters.

NEW MEXICO ART FESTIVAL

The Fifth Annual Fine Arts Festival of the Arts and Crafts of the University of New Mexico was held April 15 to 18 in Albuquerque, bringing together the contemporary and historic arts of New Mexico as well as those of more universal interest in other fields and other regions. The exhibitions remained open until May 1. All programs, conferences, entertainments, and exhibitions were open to the public at no admission cost, sponsored by the College of Fine Arts and the School of Inter-American Affairs of the University. This year the theme of the festival was "The Arts and Latin American Inter-Relations."

NEA HONORS VISITING LATIN AMERICANS

During the recent Pan American Child Conference (Washington, D. C.) the National Education Association held an informal dinner honoring ten delegates from Latin America: Doctora Aurora García (Cuba); Señorita Rosaura Zapata (Mexico); Señorita Elina Crottogini (Uruguay); Mademoiselle Simone Barau (Haiti); Doctora Amparo Arcaya (Chile); Señorita Bertalia Rodríguez (Costa Rica); Señorita Herminia Acevedo (Puerto Rico); Doctora Sara Galofre (Cuba); Señorita Elvira Alfonso y Gonzales de Palacio (Cuba); and Señor Jose M. Gutierrez (Cuba). In addition to members of the NEA Headquarters staff the guests included representatives of the National Congress of Parents and Teachers, the U. S. Office of Education, the American Library Association, and the Office of the Coordinator of Inter-American Affairs.

AT DENVER - Look for the exhibits, dinners, and other events on inter-American affairs at the NEA Convention, June 28-July 2, 1942.

NINTH-GRADE COURSE

From Fort Bragg (California), A. W. Cruikshanks, instructor in social studies, reports as follows:

"In the junior high school every student receives as a regular part of his training in the ninth year a course on Pan American affairs. It is an established part of the junior high school social studies course. It has been offered for four years. Our experience with this course has taken it out of the experimental stage. We can begin to measure results, and the evidence would indicate that the results are quite favorable. A junior high school course in this subject can be of maximum effectiveness.

"Obviously, we avoid the abstract ideas at this age level, and consequently omit almost all the materials on political organization. Our history of Latin America sketches in the briefest outline, because we approach the problem from the point of view of today. Our emphasis is placed on geography, and we study resources, industries, exports, and imports. Educational systems are surveyed. Races, languages, and culture are also studied, in order that we may evaluate the contributions made by our Latin American friends.

"Our method of study is based upon committee reports, class discussion, and display of materials. An editing committee summarizes the entire study, prepares charts, maps and pictures, and evaluates the material presented. We use no texts.

"We believe that the time and effort spent on this course has been more than worthwhile from the student's viewpoint. After four years, we are seeing evidences of better understanding. We have demonstrated, at least to our own satisfaction, that even a smaller junior high school such as ours, isolated from metropolitan centers, and using only our own collected materials, has made a small contribution to a better understanding of our twenty Good Neighbors to the south."

WESTERN HEMISPHERE CURRICULUM

At the San Francisco Junior College a Curriculum in Western Hemisphere Civilization is in progress, having originated with the college in 1935. The basic courses are history and Spanish and are supplemented by interrelated courses in art, government, economics, geology, anthropology, and literature.

The curriculum is still developing and changing to meet new problems and needs. Significant obstacles that are being studied include: the problem of integrating more closely all the courses offered; the problem of providing an occu-

pational goal for those students whose formal education ends with this junior college curriculum; and the problem of encouraging state universities to provide the capstone of this two-year curriculum by erecting a major in the field of Western Hemisphere Civilization. Graduates of this curriculum, it is suggested, may find employment in foreign trade or in minor civil service posts of the State Department. Under consideration at the present time are the following additions to the curriculum: a Pan American Club; a library program to collect and disseminate current materials on inter-American problems; a program of instruction for Civil Aeronautics Authority cadets selected largely from this curriculum; and a series of lectures by a faculty panel to introduce the general student to our American neighbors to the North and to the South.

ARGENTINE PROGRAM

This spring the students of Coronado Elementary-Junior High School, Coronado, California, presented a program combining the music and dances of Argentina and a picture of South American home life in a play featuring an Argentine family. Rather than being the usual tale of traveling Americans, it had as its setting Argentine home and school life with visiting American cousins adding significance to the scene.

A letter from the school gives some of the details of the play:

"The traditional 'maté,' 'dulce de leche,' and 'masitas' are a part of the afternoon scene, and the son and daughter of the house wear the white smocks compulsory for children in the public schools. Don Pedro meets the American twins at the boat in Buenos Aires, and the trip to the quinta is full of interest. There is the 'Casa Rosada,' corresponding to our White House, and the funny 'colectivos' which carry ten people and tear through the streets. The Americans agree that the Argentine flag of blue and white is lovely indeed. After the big fiesta in honor of the nation's independence on the 9th of July, George and Georgeanne decide they like the country very much.

"The color and pageantry of Latin American life are expressed in songs and dances in a street cafe scene and the big fiesta. The 'Pericon Nacional' - folk dance corresponding to the Virginia Reel - was called out in the Argentine manner to four couples in traditional 'gaucho' and 'china criolla' costumes. 'La Firmeza' is another colorful dance with clever actions. California history found a reflection in the rain song, 'Con el Capotin,' sung in Spanish and English.

"Perhaps the number most appreciated by the audience was the game 'Arroz con Leche,' played by school girls and much like 'The Farm-

er in the Dell.' 'Old MacDonald Had a Farm' has its Spanish counterpart in 'La Chacra,' a folk song of uncertain origin with a catch refrain and very noisy animals.

"Thru the courtesy of Sr. Mauricio Herschel, Chilean Consul in San Diego, the Argentine flag was used on the stage with the American, and the Argentine National Anthem, played at the beginning of the program after the Star Spangled Banner, was an impressive addition to the evening.

"The program, planned and mimeographed by the students, contained a vocabulary of words used in the play and a list of the specialty numbers so that the local color might be better understood.

"The Jubilee is an annual occasion at Coronado, and every junior high student is expected to contribute to it. This year, the Hobby groups were assigned particular jobs, and the drama, art, shop, Glee Club, band and journalism classes worked out details of the program while the Student Body Council supervised the selling of tickets.

"A survey made after the performance showed that the sale of tickets reached a new high peak, and out of 183 students, only 28 had had no part in the program."

SCHOOL FOR THE RIO GRANDE VALLEY

The University of New Mexico recently was host to a distinguished group of educators and social scientists who attended the School for the Rio Grande Valley, held on the campus of the University, April 27 thru May 1.

Sponsored jointly by the Bureau of Agricultural Economics of the U. S. Department of Agriculture and the School of Inter-American Affairs of the University of New Mexico, the school centered its discussions around the general topic, "The War and Cultural Relations in the Rio Grande Valley."

Among the prominent speakers at the school were Erna Fergusson, Edwin Rogers Embree, Carey McWilliams, and Carl F. Taeusch.

The purpose of the school was to focus attention on the social and economic problems of the Rio Grande Valley as they relate to America's war effort, and to seek ways in which New Mexico's strategic geographical and cultural position may be best utilized in the furtherance of that effort.

New Mexico is unique among the states in that it exemplifies in miniature the whole problem of cultural relations involved in the pursuance of our Good Neighbor policy. Here, in a geographic environment similar to that of much of Latin Amer-

ica, the three basic cultures of the Americas - the Indians, the Spanish-speaking, and the Anglo-American - meet, flow together, and yet retain their separate identities. A policy which makes for smooth and harmonious intercultural relationships in New Mexico will also facilitate such relationships on the hemispheric level.

While no resolutions were passed and no formal conclusions reached, those who attended the school were stimulated by the give and take of ideas and were aroused to a new appreciation of the necessity for reaching adequate solutions to the pressing economic and cultural problems of New Mexico. And, since many of those in attendance were heads of governmental agencies engaged in action programs within the state, it is quite possible that the school will have a far-reaching influence on the future course of cultural relations in New Mexico.

THIS SUMMER - Do something to increase your ability to cope with inter-American relationships.

PAN AMERICA IN NEW HAVEN

A pageant called "Pan America" was given by the Fair Haven Junior High School of New Haven, Connecticut, in celebration of Pan American Day. This pageant was given under the combined efforts of the various departments of the school. In all, 128 boys and girls participated in this production.

Carried on in the nature of a fiesta, the members of the twenty-one nations gathered at the invitation of the United States. Each representative wearing his official badge brought forth the contributions of his country. All phases of life in the Americas were shown thru short talks, music, and dancing. The costumes of the various countries added much color to the whole setting.

The pageant reached its height as the twenty-one representatives, each with his country's flag, surrounded by all the other pageant participants, raised their flags and faced the great pictorial map of the Western Hemisphere. In this setting, all on the stage with an audience of 1600 sang "America the Beautiful." Tho this pageant was originally planned for a school assembly only, there seemed to be a demand that it be given as a community activity, so Fair Haven's "Pan America" became a vital part in this community's celebration of "Pan American Day of 1942."

"Pan America" was written and directed by M. Ethel Douglas, a social studies teacher at the Fair Haven Junior High School of New Haven, Connecticut.

PAN AMERICAN WEEK AT WEAVER

Lillian M. Mansfield, teacher of social studies in the Weaver High School (Hartford, Connecticut), sent the following account prepared by Helen Lewonuck of the senior class:

"Last fall at Weaver High School one of the groups in the Girls' League planned as their project of the year, 'Pan-American Week at Weaver.' Committees were organized and a cast for an assembly program was selected. The boys cooperated in the undertaking. The Art Department, Library, Physical Education Department, Music Department, English and History Departments, Airplane and Dramatic Clubs and the Projection Squad all worked together to make the undertaking a success.

"The week of April 13 was observed as 'Pan-American Week at Weaver.' The librarians prepared an exhibit of pictures, posters, articles and flags sent by the Pan American Union. Students wore flags which one of the art students had painted, representing various Pan American countries. A feature at the Junior-Faculty Tea, April 16, was the South American Terrace where maté was served. Special reports were given on South American topics in the history classes. The art classes studied Latin American art, with special emphasis on Mexican free-brush painting. They also studied Latin American costume designing. A new history course called Western Hemisphere has been organized at Weaver this semester.

"To commemorate Pan American Day an assembly program was prepared. To the rhythm of Spanish music, Weaver students entered the auditorium where they were greeted in Spanish by the chairman of the Girls' League, who appeared in an authentic Mexican costume.

"A 'flying' trip through South America, stopping at various points of interest, was explained by a narrator. As the trip progressed, a student concealed behind a huge map of Central and South America, which the Art Department had prepared, showed by the use of a flashlight, the plane's route. Information about the flight had been secured from Pan American Airways by another student. The first stop was at Lima, Peru, from where a trip was made to Cuzco, the old Inca capital. The ceremony of the worship to the Sun God was enacted at dawn by a group of both boys and girls and the Glee Club sang the 'Hymn to the Sun,' which is famous throughout South America.

"After soaring over the Andes, the plane then landed in Buenos Aires, Argentina, where 'Major Bowes' was conducting a foreign division of his Amateur Hour with the ever-famous 'Quiz Kids,' Marina and Jose. In gaucho's hat, poncho, and boots, a student attracted the audience's attention as he nonchalantly strolled across the stage, sipping from his maté cup.

"Flying over Uruguay into Brazil the huge silver plane stopped at Rio so that the passengers might witness the festive carnival. To the rhythm of South American music, the beautifully dressed señors and señoritas gracefully participated in the dancing of the Marcha and the Samba, just as the natives of Rio would have done. A group of talented singers supposedly from Bahia, sang 'My Pretty Caboca.'

"The 'plane' brought the students back to Weaver High School where the principal in tune with the program of the day informed the students in Spanish that the journey was at an end, and they would have to depart for their first-period recitation."

COLORFUL DALLAS SCHOOL MAGAZINE

Children of the seventh and eighth grades of Colonial Hill School of Dallas, Texas, prepared an unusually fine Latin American edition of their school magazine, *The Colonial Times*, in February. Sections of the mimeographed magazine followed the topical organization of *Latin American Backgrounds*, the bibliography prepared by the NEA Research Division in 1941. Illustrations from the NEA publication, reproduced on colored paper and enhanced by poetry written by children and teachers, served as section title pages. On every page of the magazine was stamped either a full-page map of the hemisphere with a North American boy calling "Hi Neighbor" to a South American lad or a symbol of all the flags of the American republics with the motto "Amigos Siempre." Many of the news items were concerned with inter-American studies and activities in the school.

COLLEGE BULLETIN IN SPANISH

The Texas State College for Women, Denton, Texas, is doing what it can to attract young women from Latin America to its campus for study. For several years there have been students from Latin American countries there, and at least one scholarship a year is given to a Latin American girl.

The college has published an announcement in Spanish for foreign circulation describing the campus, the college facilities, offerings, and activities.

Subscribers to *LAS AMERICAS*, a monthly newspaper in Spanish published in the United States, may request the name of a Latin American correspondent from the editor. Those who do not subscribe directly may state the name of a teacher or group leader thru whom the subscription is placed. Address: *Las Americas* Publishing Co., 98-09 - 65th Road, Forest Hills, New York.

NEWS FROM AMERICA SOUTH

FROM BRAZIL



The April *AMONG US* listed some of the names and addresses of several Brazilian educators in elementary and secondary schools who have expressed a desire to correspond with colleagues in the United States. The remainder of these names, which were sent by the União Cultural Brasil-Estados Unidos, are listed here. *AMONG US* urges that teachers respond to this interest and would appreciate hearing from anyone who establishes a correspondence with one of these Brazilians.

Prof. Domingos Oizioli, Rua Prudente de Moraes, 346, Tatui, Est. de S. Paulo, Brazil
Special interest: Mathematics
Present position: Teacher at "Escola Normal de Tatui"

Miss Glaucia Cambiaghi, Rua Voluntários da Pátria, 2335, São Paulo, Brazil
Special interest: Dietetics and alimentation

Prof. Antonio Martins, Rua Benjamin Constant, 270, Itú, Est. de S. Paulo, Brazil
Special interest: American literature
Present position: English Professor in State High School

Prof. Marcelino Casagrande, Rua Visconde de Parnaíba, 1530, São Paulo, S. P., Brazil
Special interest: French and geography

Prof. Gentil de Camargo, Rua 15 de Novembro, 397, Taubaté, Est. de S. Paulo, Brazil
Special interest: Latin
Present position: Latin Teacher in State High School

Prof. Solon de Lucena, Ginásio do Estado, Santos, Estado de S. Paulo, Brazil
Special interest: Latin and French
Present position: Professor in State High School

FROM BOLIVIA



Attending the Eighth Pan American Child Congress in Washington, D. C., was a young woman delegate from La Paz who is studying this year in the field of social work at the University of Chicago. Her name is Mireya Lara-Carrasco. She is by profession an attorney and her interest in the Child Congress is due to the fact that she is concerned with juvenile and women's courts and in the social work so closely allied to the law.

AMONG US put to her the question: What do you believe we could do in our public schools here in the U. S. A. to bring about a friendly interest and understanding between our country and yours?

With great concern she replied that all people in the hemisphere should be given the opportunity to become familiar with the character of all the countries. "It would be right," she said, "if the children here should learn about Bolivia and our people, and Bolivian children should learn about the United States. At present and in the future our countries must cooperate politically and economically. It is very important to know each other's way of living and the problems that must be solved together."

With regard to education in Bolivia she said that her country is experimenting with a new system of education known as the Ormachea Plan. Hector Ormachea, the author of this plan which will make free education more extensive thruout the Bolivian nation, is rector of the University of La Paz. The plan is in effect in the larger cities but widespread change will take a period of many years.

A list of Spanish newspapers and magazines and their subscription rates may be obtained by writing to the American News Co., 131 Varick Street, P. O. Box 66, New York City.

FROM ARGENTINA



AMONG US is grateful for a letter from an Argentinian teacher, Elba Picabea de Martinez Gonzalvez, who has for some time shown great interest in the United States. Señorita Martinez Gonzalvez studied in this country and became well acquainted with our educational institutions. Her letter concerns education in Argentina as it compares with that in the United States:

"Education in Argentina - The educational system in Argentina comprises different stages: (1) the kindergarten; (2) the primary school (seven years); (3) the secondary school (four, five, or six years) according to the type of school; and (4) higher education (the university and other institutions on the same level).

"Primary education is compulsory and gives the pupil ability in reading and writing, and general knowledge. When a pupil finishes the primary school he is supposed to know how to read, write and express his ideas correctly in Spanish; to have a good knowledge of arithmetic, Argentine history and geography and a general idea of the geography of the world, of the most important facts in the history of the civilization and of science. Not only these subjects are taken at school, but pupils have to devote some of their time to physical culture, singing, drawing, manual work or needle work, etc.

"There are different types of secondary schools according to the work that the student intends to take. These different types are: (1) Colegio Nacional (for boys) or Liceo (for girls), which is a preparation for any branch of the university except for that of economics; (2) the Commercial School, which is the preparation for studying economics; (3) the Normal School for the preparation of elementary teachers; (4) the Industrial School (for boys only) to give them manual training so that they might earn their living working in the field of industry; (5) the Professional School (for girls only) which is a kind of vocational school where girls are taught dressmaking, millinery, embroidery, cooking, domestic science, care of children, applied

arts, etc.; and (6) Schools of Regional Adaptation (for boys and girls) to make them able to work according to the possibilities and natural resources of every zone.

"The highest stage in education is the university. It comprises the schools of law, medicine, engineering, architecture, economics, physics and mathematics, chemistry, pharmacy, dentistry, agriculture, veterinary science, philosophy and letters, education and humanities, etc.

"There are other institutions which are on the same level as the university. They are: (1) the School of Fine Arts for painting, drawing, sculpture; (2) the School of Music and Theater; (3) the school for the preparation of secondary teachers which has different departments, each of which prepares teachers specialized in one subject or in one language of those taught in secondary schools; (4) the School of Living Languages; (5) the Normal School of Science and Letters; (6) the school for the preparation of teachers for kindergarten work; (7) the school for the preparation of teachers for the blind, the dumb, and the deaf; and (8) the school for the preparation of nurses and district nurses.

"In addition to the primary schools there are schools for abnormal children, for the blind, for the dumb, and for the deaf.

"Schools for adults have an important place. They are held in the evening in schools, in army barracks, in warships, in prisons, in factories, etc. Foreigners can go to these schools to learn how to read and write Spanish and to learn the fundamentals of Argentine history, geography, and civic rights and obligations. They are also for adults who, for one reason or other, have not completed their primary education. The most varied subjects are also taught in these schools to help men and women in commerce or industry and to teach girls to be good housekeepers.

"Education in Argentina is in the hands of the government. It takes so much care of it that a quarter of the national budget is devoted to public instruction. The constitution makes the national and provincial governments responsible for education. The primary schools are under the control of the National Board of Education, Provincial and Municipal Boards, and the Ministry of Public Instruction. Secondary education is under the control of the Ministry of Public Instruction. The universities are autonomous. The private schools, some of them among the best known in the country, are controlled through the national school to which they are affiliated.

"There are primary and secondary schools of all types everywhere. The universities and

higher schools are placed in the most important cities.

"Some outstanding differences between the Argentine and the American plans of education - The differences between the two plans are shown just from the very first grade. In the first grade in Argentina a child learns how to read and write the language. Spanish is almost a phonetic language and in a few months children learn how to read and write.

"It is not so in the States. In the first grade the children have phonetic reading and sight reading. In the second grade they really begin to write dictations and it is only in the third grade when the children can write almost anything.

"As reading and writing take longer for American children than for Argentine children, the latter can devote more time to arithmetic, science, geography, history, etc. When an Argentine child finishes the primary school, he has a better general knowledge than an American child. But on the other hand, the difficulty for reading and writing and the necessity of so much sight reading develop in American children a love for reading which can be traced along the whole educational system.

"As American children are not so much engaged in formal subjects as Argentine children are, they have more time for music, singing, and drawing, the result being that they have a better artistic sense than our children.

"In Argentina pupils are promoted only once a year on the basis of an average acquisition of knowledge. When a pupil has not done satisfactorily he has to repeat the whole year.

"In secondary education there are also important differences. While in the United States the tendency is to concentrate as many courses as possible in the high school, in Argentina the tendency is to spread them into different schools, each of which has a specified object and aim as shown at the beginning.

"The schedules are fixed and there is no election of subjects. The pupils have to take all the subjects according to the school where they study. That means that the pupil who does not have the minimum of ability or good will to pass all the subjects every year is handicapped. The American pupils are never handicapped. They can leave one subject, take another one, and go ahead. This results in a better general preparation on the part of Argentine pupils who finish their secondary school. On the other hand, there are a number of them who leave after two or three years.

"The American pupils are kept at school longer than the Argentine pupils, with a general advantage for the new generation which is

showing the results of the contact with teachers and educated people.

"Our idea of democratic education in secondary level is that it has to be free for everybody who wants to take it, and with different branches according to the abilities and preferences of everyone.

"The American idea of democratic education is that the school has to give something even to the poorest mind, and that within the different branches everyone must enjoy liberty and freedom enough to act according to his inclinations and take some courses and drop others as long as he profits from his stay at school."

MORE FROM ARGENTINA

Many schools thruout the United States were privileged this spring to receive a visitor from Argentina who, altho looking for new ideas in education, has much to tell about Argentina. She is Señorita Olga Cossettini, director of the noted Experimental Elementary School in Rosario. On a Guggenheim fellowship she has studied intensively in the United States and has observed all kinds of our schools in action from coast to coast.

The Experimental School embraces the first six grades. It is a public school and many underprivileged children are among the 600 who attend it. The school is divided into twenty groups.

AMONG US wishes that it were possible to reproduce some of the materials from the school which Señorita Cossettini presented during an interview. Some of the most stimulating pieces were "copybooks" which children in the sixth grade had written and illustrated with their own freehand drawings in a study of the United States. In any one of several aspects the little copybooks were remarkable: an attractive text had been made of an inexpensive notebook; no two of the books were alike; each one unmistakably bore the personality and interest of the child who had written it; from a standpoint of art work some of the pages were eminently original and skilfully created with the freshness of a child's imagination; and, furthermore, the children revealed an astonishing grasp of the spirit of our large cities, our farm lands, our prairies, mountains, our folk music, and our melting pot of the world's people. There were hand-drawn maps and impressions of Brooklyn Bridge, Empire State Building, the Statue of Liberty, cotton fields, transportation, and factories. There was a lengthy statement of the Good Neighbor policy of our government, mentioning the names of President Roosevelt, Secretary of State Hull, and Under Secretary Welles. Some of our history was studied. The names of Washington, Franklin, Jefferson, Lincoln, and Wilson were known as well as some

contemporaries such as the director of the Pan American Union, Leo S. Rowe. One particularly original work was a child's impression of the United States upon reading some of Walt Whitman's poems: men were working and singing; there were homes, schools, churches, playgrounds, and voting booths; and one part of the painting showed boys and girls in the United States joining hands with all their neighbor nations.

With material for children about the United States as lacking in Argentina as that about the Argentine in this country it is heartening to see such an exhibition of goodwill and interest.

INSTITUTE ON WORLD PROBLEMS

Under the auspices of the World Federation of Education Associations, a program of courses and special events has been arranged for July 12 to August 15 at American University in Washington, D. C. The three basic courses are to be:

Backgrounds of the War (Charles E. Martin)

Critical Evaluation of the Machinery and Means for International Cooperation (Mrs. Laura Puffer Morgan)

Postwar Problems (Jan Hostie).

There will also be offered a course in Conversational Spanish and a workshop where teachers may prepare classroom materials.

The three basic courses will be supplemented by special afternoon and evening lectures and tours. A number of the special lectures will be given by speakers designated by the various embassies or by experts from the federal government and the Pan American Union. The topic of the special lectures during the fourth week of the Institute is "Latin America and the War."

Dormitory accommodations have been reserved for 200 Institute members. The charges will be \$165 (for those not seeking college credit) and \$175 (for those desiring college credit). A maximum of six credits may be earned. The costs indicated cover living quarters, tuition, board (including all special dinners, luncheons, and teas). They do not include transportation and personal expenses.

Reservations must be accompanied by a check for \$10; by June 10 the total deposits must amount to \$50; the balance to be paid when the Institute opens. All checks should be made payable to: World Federation of Education Associations. Address communications to the WFEA, 1201 Sixteenth Street, N. W., Washington, D. C. All interested persons should apply at the earliest possible date. Applications will be filed in order of their receipt. Refunds on cancellation of a reservation will be made if an individual's place is taken by another applicant.

In 1939 the Argentine created several fellowships for nutrition study, offered through diplomatic channels to all American countries. These have been renewed annually. Two fellowships are available annually for dietitians, covering maintenance, tuition, and necessary equipment; two are available for physicians specializing in dietetics, covering everything but maintenance. Many countries have taken advantage of these scholarships. In December 1941 three physicians from Mexico, two from Paraguay, and two from Brazil received certificates. Two young women from Mexico received diplomas as dietitians.

At the present time two physicians from Bolivia hold fellowships and some young women from Colombia, Chile, Paraguay, and Brazil have fellowships for the study of dietetics.

A survey made during the past winter by the Pan American Union discloses the fact that some forty-seven colleges and universities in the United States were then offering at least elementary instruction in the Portuguese language and that certain centers are prepared to offer work of a more advanced and specialized type. In Massachusetts, California, and Michigan there is a movement toward the introduction of Portuguese in the high-school curriculum.

Marina Nuñez del Prado, Bolivian sculptress, who was interviewed for the April issue of *AMONG US*, now has an exhibition in the National Gallery of Art in Washington, D. C.

She and a few pieces of her work are pictured in the Pan American Art issue of *School Arts* magazine, April 1942.

LATIN AMERICAN VISITORS

The Department of State has announced the arrival in this country of Dr. Guillermo Hernández de Alba, eminent historian of Bogotá, Colombia, and Señora Hernández de Alba. Dr. Hernández de Alba is here to consult records dealing with the colonial origins of our democratic system of government. He is also interested in documents relating to the history of Colombia.

Doctor Gabriel Méndez Plancarte, editor and publicist, has arrived for a three-weeks study of educational programs and social legislation. He is editor of the Mexican literary and philosophical review *Abside*. He is also author of *Horacio en Mexico*, a study of the classic influence on Mexican literature.

NEWS FOR THE BOOKSHELF

STORY PARADE, A Magazine for Boys and Girls, contains stories from time to time about all nations in the Western Hemisphere. Address: Story Parade, 70 Fifth Avenue, New York City. School year subscription price (for nine months) is \$1.50; single copies are 20 cents.

The **CAA NEWSLETTER** is reporting activities among the Latin American flying students receiving instruction in the United States this year. This newsletter may be obtained free from the Civil Aeronautics Administration, Department of Commerce, Washington, D. C.

AMERICANS WITH SPANISH NAMES is a 21-page mimeographed publication of the Colorado WPA Workers Service Program. It offers a variety of items concerning this group of Americans which as a minority in our Southwest suffer many of the ills of inadequate opportunity. It may be obtained from the WPA Workers Service Program, 210 West 13th Avenue, Denver, Colo.

Issued occasionally to answer questions directed to the U. S. Office of Education is a 4-page bulletin under the heading **INTER-AMERICAN EDUCATION DEMONSTRATION CENTERS**. Address: Inter-American School Demonstration Center Project, U. S. Office of Education, New Interior Building, Room 3257, Washington, D. C. The publication is free.

MEXICO, A New Spain with Old Friends, by J. B. Trend, is an interpretation of Mexican people and culture by an Englishman. It describes Mexico as a land struggling to be itself yet preserving in the New World the greatness and the ideals of Spain. The Macmillan Co. is the publisher. Address: 60 Fifth Avenue, New York City. Price \$2.50.

THE PAN AMERICAN BOOKSHELF, issued monthly by the Pan American Union, is a list of books on many subjects which have been received by the Columbus Memorial Library from all the Americas. Address subscriptions to the Chief Clerk, Pan American Union, Washington, D. C. The price is \$1 a year.

COLOMBIA, GATEWAY TO SOUTH AMERICA, by Kathleen Romoli, has been recommended highly by the Colombian American Cultural Institute as a book which gives one of the most human, far-reaching, and illuminating introductions to Colombia. The authoress was awarded the Cross of Boyaca by the Colombian government for this work. Doubleday-Doran and Co. is the publisher. Address: 14 West 49th Street, New York City. Price \$3.50.

THE BRITISH COMMONWEALTH AND THE UNITED STATES IN THE POST-WAR WORLD is a booklet which reproduces several addresses given at a conference held under the auspices of the National Peace Council in London, November 1941. The conference was for study and consultation. This booklet is published by the National Peace Council, 39 Victoria Street, London, S. W. 1. Price one shilling.

A full description of the work and plans of the Division of Cultural Relations of the U. S. Department of State is contained in the recent pamphlet, **THE PROGRAM OF THE DEPARTMENT OF STATE IN CULTURAL RELATIONS**. The publication is for sale by the Superintendent of Documents, Government Printing Office, Washington, D. C. Price 5 cents.

THE POLITICAL ORGANIZATION OF BOLIVIA, by N. Andrew N. Cleven, is an interesting, clear exposition of that country as a political unit. It was published in 1940 by the Carnegie Institution of Washington, Washington, D. C. Price \$2.50.

EDUCATION IN GUATEMALA is the subject of the March 1942 Bulletin of the School of Education, Indiana University. The authors are Juan Espéndez-Navarro and Henry Lester Smith. This 96-page bulletin may be obtained from the Indiana University Bookstore, Bloomington, Ind. Price 50 cents.

A Pan American Art number of **SCHOOL ARTS** was printed bilingually and published in April devoting its entire editorial content to the interests of our Spanish-speaking neighbors. Contributors from South and Central America describe and illustrate the accomplishments of fellow countrymen and United States contributors show how we have taken these arts, crafts, and designs and adapted them to our own art projects.

There are two pages in full color illustrating the work of pupils in the Experimental School of Argentina (see "News from America South" in this issue of **AMONG US** for "From Argentina"), and also a mural by Arnold Rubio, Mexican artist and teacher now residing in the United States. For the magazine, address: School Arts Magazine, The Printers Building, 44 Portland Street, Worcester, Mass. Single copies 40 cents.

THE INTER-AMERICAN MONTHLY, edited by John I. B. McCulloch, is a new periodical which has absorbed the *Pan American News* (formerly published by the Foreign Policy Association) and the *Inter-American Quarterly*. It is a magazine devoted to reporting, analyzing, and interpreting Latin American events, trends, and developments. Address: The Inter-American Monthly, 1200 National Press Building, Washington, D. C. A year's subscription is \$3; single copies are 25 cents.

The Evander Childs High School, 800 East Gun Hill Road, Bronx, New York, which is one of the locations of the Inter-American Demonstration Center Project of the U. S. Office of Education, has been issuing bulletins descriptive of its work and the sources of its work materials.

LATIN AMERICA, by Preston E. James, is a brilliant and dependable new text unsurpassed in comprehensibility and authenticity. The author, professor of geography in the University of Michigan, is now serving as chief of the Latin American Section in the Office of Coordinator of Information, Washington, D. C. His whole career in Latin American studies, his extended residence in regions of his study, and his position in vital areas of activity in Latin American affairs all contribute to the indispensability of this book as a text. The publisher is the Odyssey Press, 386 Fourth Avenue, New York City. Price \$4.50.

BACKGROUNDS OF WORLD AFFAIRS, by Julia Emery, is a textbook for high-school students, which developed out of a course given to successive classes during a dozen years in the Wichita High School, Wichita, Kansas. The consideration of world events and their relationships carries thru to the United States at war February 1, 1942. Address: World Book Co., Yonkers-on-Hudson, N. Y.

A series of pictured geography booklets on American nations has been written by Marguerite Henry, illustrated by Kurt Wiese, and published by Albert Whitman and Co. Among the titles are CHILE, MEXICO, PANAMA, ARGENTINA, and BRAZIL. Address: Albert Whitman and Co., 560 West Lake Street, Chicago, Ill. Price 80 cents each booklet.

A supplement to FORTUNE for March 1942 is a map showing the world at war. The special feature of the map is that it lays the globe flat using the North Pole as the center. Write to FORTUNE, Time and Life Building, Rockefeller Center, New York City.

THE LAST BEST HOPE OF EARTH, by Harry Scherman, a philosophy for the war, is a 35-page booklet published by the Council for Democracy. Address: 11 West 42d Street, New York City. Price \$1 for 10 copies.

MY NEIGHBOR MEXICO, by Stella Burke May, is a new book for children charmingly written and illustrated with brown-tone photographs. The Fideler Co. is the publisher. Address: 48 North Division Avenue, Grand Rapids, Mich. Price \$1.60.

The BULLETIN of the 1942 Inter-American Center Conference of George Washington University contains lectures of six of the participants in the Conference. Address: Inter-American Center, George Washington University, Washington, D. C. The bulletin is free on request.

THE PAN AMERICAN JUNIOR REVIEW is a new semi-monthly paper intended for the use of upper elementary grades. It contains feature stories on Latin America, news items, photographs, and an elementary introduction to Spanish vocabulary. Address: Pan American Educational Center, 518 Colorado Building, Washington, D. C. Single subscriptions are 75 cents; orders of 25 or more, 40 cents per year.

ADVENTURES IN CONVERSATIONAL SPANISH, by O. S. Brandy and Luis Avilés Pérez, is a textbook for beginning students of Spanish with the emphasis upon the spoken language. Turner E. Smith and Co. is the publisher, 441 West Peachtree Street, N. E., Atlanta, Ga. Price \$1.60.

SPANISH AND LATIN AMERICAN SONGS is the title of a collection of easy arrangements of folk songs prepared by Max and Beatrice Krone. The Neil A. Kjos Music Co. is the publisher. Address: 14 West Lake Street, Chicago, Ill.

A SPANISH SONG BOOK (in Spanish) has been published by Silver, Burdett and Co. It was edited by Allena Luce of the University of Puerto Rico. Address: Silver, Burdett and Co., Everett Building, 45 East 17th Street, New York City.

The BULLETIN of the Pan American Union, April 1942 issue, contains an interesting, illustrated article about Portinari as well as other material of current significance. Address: Pan American Union, Washington, D. C. Single copies 15 cents.

The Latin American Village, referred to in the December 1941 issue of AMONG US as having for sale South American educational aids, has informed us that the number of maps in their unit, ILLUSTRATED CHARTS AND MAPS OF LATIN AMERICA; has been reduced from fourteen to six and that these improved maps supplemented with the publication LATIN AMERICAN NEWS and other services are now selling at \$25 a set, which is one-third the price formerly quoted in our newsletter. The address of the Latin American Village is 121 Monterey Avenue, El Monte, Calif.

A prepublication issue of a Mexican magazine has reached the hands of leaders in inter-American activities in the United States. The magazine is TIEMPO, Seminario de la Vida y la Verdad, edited by Martin Luis Guzmán. It is a copy of TIME magazine in format and style altho it has no connection with it. The subscription price outside of Mexico is \$5; air mail \$9. Single copies are 40 centavos. Address: TIEMPO, Seminario de la Vida y la Verdad, Avenida Hidalgo y Angela Peralta, Apartado, 1122, Mexico City, D. F.

BRAZIL'S DOMESTIC MARKET, by José Garrido Torres, is the fifth publication of the Latin American Economic Institute. The scientific, unbiased approach taken in all of these publications makes them worthy of study. Address: William P. Everts, 24 Federal Street, Boston, Mass.

MEXICO'S SCHOOL-MADE SOCIETY, by George C. Booth, concerns itself with the way in which schools in Mexico are being used to spread new ideas of social betterment and humanity. The publisher is Stanford University Press, Stanford University, Calif. Price \$2.50.

HEADLINE BOOKS and **PUBLIC AFFAIRS PAMPHLETS** are two series of timely publications designed to supply a background of information about present events. The former is published by the Foreign Policy Association and the latter by the Public Affairs Committee, both being distributed by Silver Burdett Co., 45 East 17th Street, New York City. **HEADLINE BOOKS** are 25 cents a copy and **PUBLIC AFFAIRS PAMPHLETS** are 10 cents.

CONSUMERS' GUIDE for May 1, 1942, contains a quantity of information about the food resources of the Western Hemisphere and devotes several pages to the plans for hemisphere cooperation in the war against hunger. Address: Superintendent of Documents, Government Printing Office, Washington, D. C. Price 5 cents per copy.

POST-WAR PLANNING IN THE UNITED STATES is a bulletin of 158 pages, published in 1942. It is a comprehensive list of the investigations and studies now in progress under the direction of governmental and private agencies. It includes an extensive bibliography of newspaper and magazine articles on postwar planning. The Twentieth Century Fund is the publisher. Address: 330 West 42d Street, New York City. Price 60 cents.

PAN AMERICAN RADIO is a trilingual publication carrying original articles and reports on news, music, and international relations. Address: 45 West 45th Street, New York City. Yearly subscription in the United States is \$3.

WHEN PEOPLES MEET, A Study in Race and Culture Contacts, edited by Alain Locke and Bernhard J. Stern, coordinates the authoritative literature that bears on the problem of tensions that arise in society because of the divisive pressures of racial, national, creedal, and cultural group loyalties. It is published by the Progressive Education Association, 221 West 57th Street, New York City. Price \$3.50; for PEA members \$2.50.

Harper's **SCHOOL LIBRARY BULLETIN** for March 1942 lists books on Latin America published by Harper and Brothers. Address: 49 East 33d Street, New York City. Free.

WORLD TRADE, The Tie That Binds, is a mimeographed project prepared by the National Committee on International Relations and Peace of the National Council of Jewish Women. It starts with a banquet menu and traces to probable world sources all foods one might find in hors d'ouvres, entreés, salads, desserts, etc. Address: National Council of Jewish Women, 1819 Broadway, New York City. Price 25 cents.

THE FAR EAST

Several pamphlets are being released by the American Council of the Institute of Pacific Relations, which throw needed light on matters of fact, policy, and opinion in the Far East. **KNOW YOUR ENEMY: JAPAN**, by Anthony Jenkinson (3 cents); **CHINA - AMERICA'S ALLY**, by Robert W. Barnett (15 cents); **PHILIPPINE EMERGENCY**, by Catherine Porter (15 cents); **SHOWDOWN AT SINGAPORE?**, edited by W. W. Lockwood and Michael Greenberg (15 cents); **OUR FAR EASTERN RECORD**, Vol. 1, edited by W. W. Lockwood (25 cents) and Vol. 2, edited by Fawn Brodie (15 cents); **JAPAN STRIKES SOUTH** by Andrew Roth (25 cents); **AMERICA'S ECONOMIC STAKE IN THE FAR EAST**, by Miriam S. Farley (10 cents); **SOUTHEAST ASIA**, by P. E. Lillienthal and J. H. Oakie (15 cents); **MILITARY GEOGRAPHY OF THE PACIFIC**, by Harold and Margaret Sprout (15 cents); **QUESTIONS ON THE JAPANESE**, by Lawrence K. Rosinger (15 cents).

Other recent publications include **AMERICAN POLICY IN THE FAR EAST: 1931-1940**, by T. A. Bisson, 165 pages (\$1.25); **NORTH PACIFIC FISHERIES**, by Homer E. Gregory and Kathleen Barnes, 322 pages (\$3); **SHANGHAI AND TIENTSIN**, by F. C. Jones (in press); **THE PROBLEM OF JAPANESE TRADE EXPANSION IN THE POST-WAR SITUATION**, by Miriam S. Farley, 93 pages (\$1); **FILMS OF THE PACIFIC AREA**, compiled by the staff of the American Council, 77 pages (25 cents - same with evaluation of films, 35 cents).

Address orders to Publications Office, American Council, Institute of Pacific Relations, 129 East 52d Street, New York City.

SPECIAL BOOK REVIEWS

In response to a request by the editors of *AMONG US*, publishers have submitted copies of their books about Latin America for review. These reviews by Mildred Small Allen are an attempt to state an unbiased opinion of the value of the books to teachers.

BUILDERS OF LATIN AMERICA is finding its place as a supplementary text in many high-school courses in Latin American history. The authors, Watt Stewart and Harold F. Peterson, present in this a story book of history told in the lives of leaders. These leaders are as outstanding and as significant in their native countries as George Washington, Thomas Jefferson, George Rogers Clark, Abraham Lincoln, Walt Whitman, and Horace Mann in the United States, and, of course, in the light of our but recent ignorance of South and Central America are, with a few exceptions, new and strange names to us. In that to know the minds, ambitions, and ideals of men who shape nations is to a large extent to understand the spirit of a country this book of biographies is making a contribution to our general need.

Four and a half centuries of Latin American life are divided in *BUILDERS OF LATIN AMERICA* into four major stages of development: Foundations, Revolution, Dictatorship, and Toward a Better Future. Preceding each section is an introduction which gives the overall picture of that stage and ties it up with the whole. The men whose achievements are told in following chapters are then seen against the setting of their times.

Each biography is a story excitingly motivated and interestingly told. Without seeming to intrude any obvious moral teaching, the treatment of each personality imparts fairness and objectivity and, of course, places emphasis on the character of men. Neither individuals nor civilizations are portrayed as all good or all evil; there are things to admire and traits to reprove.

Photographic illustrations are a distinct asset to the book. They are not used just as extras to catch interest but rather connect the known with the unknown. They are a part of the text which reveal historical influences and the presentday reminders of these men who had a part in building nations.

The publishers are Harper and Brothers, 49 East 33d Street, New York City, who sell the book for \$1.68.

If you want to read a swiftly-paced book observing and interpreting Mexican affairs, read Virginia Prewett's *REPORTAGE ON MEXICO*, published by E. P. Dutton and Company in 1941. Added to a

reporter's flare for the dramatic is a devotion to painstaking research, which altogether rounds out the history of Mexico's social and economic problems and the political history so closely tied to these.

The years from 1519 to 1910 are telescoped into one chapter so that events and influences since the Revolution for Independence can be considered more in detail. The closer the authoress comes to the present the more space she gives to details.

Her account not only of what is written in Mexico but of what is talked about carries down to the presidential campaign of Almazán versus Camacho in 1940. Her delving into the ins and outs of public opinion in Mexico helps one to do some original thinking about today's affairs.

The price of the book is \$3. Address: E. P. Dutton and Company, 300 Fourth Avenue, New York City.

Halfway thru reading *I WAS A HEAD-HUNTER*, by Lewis V. Cummings, this reviewer closed the book and grimly said to herself, "There's no use even mentioning this book; it is completely inappropriate." But on second thought it was finished and the review is in the tone of a warning.

For what it is - an excitingly told tale of a rough adventure among primitive people - it can be appreciated. And for the adult who likes to read sitting on the edge of his chair it would certainly hold interest. (The book is definitely inappropriate for children.)

It is bold, nerve-wracking, tense. Lewis Cummings started out alone from Bogotá setting no time for his return or his journey's end. One breathtaking fight for life came on the heels of another in the lone travel thru wild country that is wild. The adventurer entered fully into the life of the Indian head-hunting tribe which befriended him, taking three wives according to their ceremonies, fighting their tribal battles, learning their ways of hunting and fishing and the art of shrinking heads.

Make this, if you read it, only one of many books you read about South America or you will emerge with a distorted idea and forget to confine your acquaintance to the banks of a red jungle river in the depths of Colombia. Primitive people can be found in the United States, too, but we would not appreciate having a South American generalize about our culture from an introduction to them.

This book sells at \$3, published by Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts.